U.S. Department of Education **September 2003**

2003-2004 *No Child Left Behind—Blue Ribbon Schools Program*
Cover Sheet

Name of Principal Dr. Diane Cargile
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Rio Grande Elementary School
(As it should appear in the official records)

School Mailing Address 5555 E. Rio Grande Ave.
(If address is P.O. Box, also include street address)

Terre Haute	IN	47805-9661
City	State	Zip Code+4 (9 digits total)

Tel. (812) 462-4307 Fax (812) 462-4309

Website/URL vigoschools.org E-mail wdc@vigoschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent* Mr. Daniel Tanoos
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Vigo County School Corporation Tel. (812) 462-4216

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Mike Tom
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1998.

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
   18 Elementary schools
   6 Middle schools
   _____ Junior high schools
   5 High schools
   _____ Other (Briefly explain)

   30 TOTAL

2. District Per Pupil Expenditure: 7,300

   Average State Per Pupil Expenditure: 8,300

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [X] Rural

4. 3 Number of years the principal has been in her/his position at this school.

   NA If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	40	40	**80**		**7**			
1	49	43	**92**		**8**			
2	46	39	**85**		**9**			
3	47	50	**97**		**10**			
4	48	59	**107**		**11**			
5	53	57	**110**		**12**			
6					Other			
		TOTAL STUDENTS IN THE APPLYING SCHOOL →						

6. Racial/ethnic composition of the students in the school:

95.8 % White
3.4 % Black or African American
0.5 % Hispanic or Latino
0.3 % Asian/Pacific Islander
.0 % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 15 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	46
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	39
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	85
(4)	Total number of students in the school as of October 1	577
(5)	Subtotal in row (3) divided by total in row (4)	.147
(6)	Amount in row (5) multiplied by 100	14.7

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: 0
Specify languages:

9. Students eligible for free/reduced-priced meals: 24 %

195 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 13 %
75 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

2 Autism	2 Orthopedic Impairment
0 Deafness	2 Other Health Impaired
0 Deaf-Blindness	16 Specific Learning Disability
0 Hearing Impairment	36 Speech or Language Impairment
7 Mental Retardation	0 Traumatic Brain Injury
38 Multiple Disabilities	0 Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	1.0	.0
Classroom teachers	26.0	.0
Special resource teachers/specialists	2.0	3.0
Paraprofessionals	3.0	2.0
Support staff	2.0	3.0
Total number	34.0	8.0

12. Average school student-"classroom teacher" ratio: 16.9

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96.9	96.9	97.0	96.5	96.3
Daily teacher attendance	NA	NA	NA	NA	NA
Teacher turnover rate	.03	.00	.00	.00	.03
Student dropout rate	NA	NA	NA	NA	NA
Student drop-off rate	NA	NA	NA	NA	NA

PART III - SUMMARY

Rio Grande's vision is to become a school where children are engaged in authentic and relevant experiences. Students will be active participants in the decision-making and goal setting process. The philosophy is that all students can learn. When given the proper environment and academic programs, teachers and students strive for academic excellence. Diversity is embraced in order to assist every individual in reaching his maximum potential. Teachers and parents work to foster respect and responsibility. Learning is meaningful and connected to real world experiences. The staff at Rio Grande encourages all students and educators to reach their highest potential in becoming lifelong learners and productive citizens. Rio Grande is a place where students love to be, teachers love to teach, and visitors feel welcome and at home.

The school community accepts the responsibility to work together to help each student become prepared to live in an ever-changing society. A variety of teaching and learning opportunities abounds to peak student and staff interest. They include: Service Learning, C.L.A.S.S. ("Connecting Learning Assures Successful Students"), The Terre Haute Alliance for Character Program, Kids Hope USA, Portfolio Night, business partnerships, Reading Recovery, International Day, Career Day, Geography Bee, Spelling Bee, Science Fairs, Riley Read-A-Thon, Rudy Jacobsen Read-A-Thon, Humane Society projects, Nursing Home visits, and Pre-service students from Indiana State University, St. Mary of the Woods College, and Rose Hulman College. Parents are a vital part of the school community. The Parent Teacher Association is actively involved in school governance, food drives, fundraiser and student activities.

Rio Grande is unique not only for its pace setting staff but also because it has changed its design structurally to meet the needs of today's youth. Three years ago Rio Grande changed from its original 1972 open concept design to self-contained classrooms with walls. The brightly colored walls and spacious hallways are conducive to team teaching, individualized, large and small group instruction. The newly renovated structure is located on thirty-two acres that includes a student maintained Nature Center, half mile trail and playground area. In this nurturing environment, students are allowed to discover, explore, grow and learn while accepting and valuing uniqueness and individuality.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. When the data is disaggregated into sub sections, six sections were analyzed in English/Language Arts. They included Reading Vocabulary; Reading Comprehension; Literacy Responses and Analysis; Writing Process; Writing Applications; and Language Conventions. Students scored at the 90th percentile in Reading Comprehension and Writing Application. Students scored at the 88th percentile of mastery in Reading Vocabulary and Literacy Responses and Analysis; Writing Process and Language Conventions were all at the 87th percentile of mastery. These three areas while high would be the three areas that educators and students would focus on.

Ninety-eight students participated in the Fall 2003 criterion reference ISTEP test. Scores are

calculated in percentage. Eighty-six students or 88% passed the English/Language Arts Test. Twenty-four or 24% scored in the pass plus category. The cut score for pass plus was 510; the cut score for pass was 404. Twelve students or 12% did not pass the English/Language Arts. The significant data here is that in the special education subgroup nine or 69% of the thirteen special education students passed the test. One student or 8% received a pass plus. This data is significant because it shows that special education students' needs are being met. The data also indicates an increase in the total number passing over the previous year.

The mathematics data shows even more significant gains. Of the 98 students tested 92 or 94% passed. Thirty-one students or 32% received a pass plus. The cut score was 491; the cut score for pass was 393. Again, the data was ever more impressive with special education students. Ten of the 13 students passed the math portion of the test. Three students or 23% received pass plus status. This was an increase in the number passing over the 2002-03 school year. Total passing was 91% or 96 of the 105 students taking the test. During the 2002-03 year only seven special education students took the test. Indiana requires at least ten students before data is calculated for a sub group. The data shows growth from one year to the next in both mathematics and English/Language Arts. When comparing Rio Grande to the other seventeen schools in Vigo County, Rio Grande continues to be a leader. Teachers will continue to use assessments to guide instructional activities and curriculum. The data indicates that students are exceeding state standards on state criterion referenced tests. The data also shows that when divided into subgroups, the subgroups are exceeding state standards. The data indicates that teaching and learning is the norm for children at Rio Grande School.

2. Assessment directs instruction, staff development and grade level discussions. Evaluation and assessment tools used by Rio Grande teachers include the Indiana Diagnostic Reading Assessment for Grades 1 and 2 the Terra Nova Test, Harcourt/Brace Language Arts Assessment for grades 3-5; and ISTEP+ scoring rubrics for grades 3-5. Quarterly assessments provided by the Vigo County School Corporation Curriculum Department provide assessment that targets the Indiana Academic Standards. The principal and grade level teachers who administered the test analyzed the data. They make recommendations based on their findings. The recommendations are shared with the total staff. Data from assessments guides the research based instructional practices that help meet students' needs. The strategies are used daily by teachers to enhance the teaching and learning in their classrooms. Assessment data has indicated that Rio Grande students could benefit from more in depth instruction across the curriculum in problem solving and writing. Teachers can gauge student progress on essential skills by using the quarterly assessments provided for Language Arts and Mathematics. Classroom assessments evaluate students understanding of specific objectives in respect to the Indiana Academic Standard indicators being addressed by the activities. Process assessments encourage students to think about how they generated a particular response about a concept. Assessments help determine student individual needs and provide the teacher with more insight into the needs of each student.

3. Parents are made aware of ISTEP+ (Indiana Statewide Testing for Education Progress) results of their children by individual letters home. Results for each child are mailed home with a letter of explanation from the school. In the letter, parents are made aware of how they can arrange for conferences to explain results and what the data means. A parent meeting is held at the school where school results are shared. This evening meeting is conducted during a monthly PTO board

meeting. The School Improvement Committee comprised of community leaders, teachers, parents and administrators is another vehicle for communicating school assessment data to the community. This committee meets quarterly to assess how well the school is performing in meeting the needs of students.

The school community is made aware of the school goals, and the assessments, through the school newsletter, which is printed monthly and sent home with each child. Report cards with letter grades give parents feedback on how well students are performing on State standards. Report cards are issued every six weeks, and four times during the school year. Interim reports also keep parents abreast of students' progress. Interim reports are sent home with students mid way through each grading period.

Each fall, parents have an opportunity to participate in parent teacher conferences. Curriculum Unit test and corporation quarterly assessments are administered to determine how students are performing on state standards. This data along with local assessments are communicated to parents during Parent/Teacher conferences. The four half day conferences allow all parents to attend. Rio Grande has achieved 100% attendance for the past three years.

4. School successes are shared in a variety of ways. During Vigo County School Corporation Administrators' meetings principals share their success stories. School leaders can then take their ideas back to their respective schools where they have many similar populations. Rio Grande has experienced good attendance on half days of student attendance. The strategy of motivating students to come to school for a cause was shared during a recent Administrators' meeting. Students were allowed to pay a quarter to wear a hat. The donations went towards a contribution for rebuilding of the recently destroyed Holocaust Museum.

Rio Grande teachers have shared their expertise and resources with other teachers from schools throughout the Vigo County School Corporation during grade level staff development meetings. Teachers have presented the Everyday Math Program during corporation sponsored staff development days. Teachers from surrounding school corporations have visited Rio Grande to see the Four Block method and EveryDay Math Program being taught in the classrooms. Teachers from Kindergarten through fourth grades have spent time observing teachers teach math and language arts. In March of 2004, the principal and several teachers will present Rio Grande's successes during the National Conference for North Central Association: Commission on Accreditation and School Improvement (NCA CASI) in Chicago, IL. Over two thousand participants are expected to attend the conference.

PART V – CURRICULUM AND INSTRUCTION

1. The curriculum for Rio Grande reflects the need for children to grow into life long learners. The curriculum is designed to build responsible citizens who can communicate and solve problems. Student growth begins in the primary grades as knowledge is built and communities of learners are established. The ***Language Arts*** program is part of kindergarten through twelfth grade curriculum, designed to provide students with a variety of integrated language experiences through a balanced approach. Rio Grande teachers recognize that all students do not learn in the

same manner and need a variety of experiences in reading, writing, listening and speaking daily. The Four Block Framework is used to guide the language arts program as well as the science and social studies programs. Literacy is the key to success. Reading goals are accomplished as student read fiction and non-fiction. Helping students become strategic readers will help prepare them to be responsible, literate citizens.

Indiana Academic Standards are the basis for instruction in English/Language Arts, Math, Science, Health, Social Studies, Physical Education and Art. The ***Social Studies*** curriculum is organized around the K-8 Indiana Academic Standards. Age appropriate concepts are listed under each of the five standards. The five content area standards are (1) History, (2) Civics and Government, (3) Geography, (4) Economics, (5) Individuals, Society and Culture. Skills for thinking, and participation in a democratic society are integrated throughout the grade levels. The ***Math*** curriculum emphasizes the Indiana Academic Standards in Mathematics. Kindergartens through third grades have six standards. They include number sense, computation, algebra and functions, geometry, measurement and problem solving. Data analysis and probability are standards added to grades four and five. The ***Science*** curriculum aligns instruction to the Indiana Academic Standards for Science. Six standards are taught from Kindergarten through Grade 5. The standards include; The Nature of Science and Technology; Scientific Thinking; The Physical Setting; The Living Environment; The Mathematical World; and Common Themes. Science is taught in the classroom. ***Health*** is also taught in the classrooms and follows the Indiana Academic Standards. They include seven standards. The ***Art*** Curriculum has standards that emphasize the importance of the artistic, expressive, and cultural development of each child. The ultimate goal of the fine arts curriculum is to enable students to be proficient creators, performers, critics, listeners, and observers of the arts. Students receive instruction from a licensed teacher for thirty minutes a week in first, second and third grades. Students in grades Four and Five received forty minutes a week of Art instruction. Students in first through fifth grades receive at least forty minutes of organized ***Physical Education*** each week. The licensed instructor provides organized games and activities aligned with the Indiana State Academic Standards for Physical Education. The standards center around seven proficiencies. Students receive at least thirty minutes a week in ***Music*** instruction from a licensed music teacher. Fifth grade students receive lessons in instrumental music in addition to their thirty minutes of vocal music. Students receive a varied curriculum at Rio Grande, as educators strive to meet the ever-changing needs of each child.

2. Rio Grande's data indicated that students could benefit from a literacy approach to reading. Four Blocks was selected as the best research based approach to meet students' needs. The components of the Four Blocks are Guided Reading, Self-Selected Reading, Writing, and Working with Words. Daily instruction in all Four Blocks provides numerous opportunities for students to grow, explore and develop in reading and writing. The multilevel format of each block provides substantial instructional support for all learners. In the Guided Reading Block, children are exposed to a wide range of literature, taught comprehension strategies, and taught difficult text. Children develop a love of reading during the Self-Selected Reading Block. Teachers help students to develop a habit of reading. Mini libraries are housed in each classroom with a wide range of reading abilities and interest. The Working with Words Block is the phonetic component of the Four Blocks. Students learn to decode and spell difficult words. They also learn to read and spell high frequency words. Most classrooms have word walls. The Writing Block provides a model for children of what writers do. Children engage in the writing

process from starting a new writing, to finishing their writing, revising, editing, and illustrating their writing. Another component of the Writing Block includes a conference with the teacher. This conference leads to a finished product and a published work. In each classroom, teachers have an Author's Chair. Children celebrate their writings by sharing their work with the class and providing support for each other. Writings are posted on the walls inside and outside the classrooms.

3. Teachers and students at Rio Grande are in the midst of an exciting journey through mathematics. The second, third, fourth, and fifth grades are part of a program piloting Everyday Mathematics. This pilot program is the result of a $6.2 million grant awarded to Indiana University by the National Science Foundation to help Indiana's elementary and high school teachers develop more effective ways to teach math. The grant supports a partnership between the Center for Mathematics and the Indiana Mathematics Initiative. This project connects elementary, middle and high schools with the university. A strong point of the grant is the involvement of mathematicians. Everyday Mathematics actively involves students, parents, and teachers. It provides a strong link between home and school. The curriculum it delivers is challenging, thought provoking, and comprehensive. It addresses basic facts, computation and technology. It balances skills and concepts allowing children to work toward higher levels of conceptual understanding. This program recognizes that children need lots of practice to develop competency. Everyday Math allows the systematic review of essential skills on a daily basis throughout the course of the school year. It also systematically introduces, in small bits, essential skills and concepts at early grade levels that are addressed more fully in later grade levels. Children at Rio Grande are learning that the answer to a problem, knowing how you got the answer, and knowing how to apply this knowledge are all-important. Children at Rio Grande often find themselves being teachers. Everyday Mathematics exposes children to a variety of alternative procedures and algorithm for solving math problems. Children love going home to "teach" their parents the new algorithms they have learned at school. Teachers and students at Rio Grande feel very fortunate to be a part of the Everyday Mathematics pilot program.

4. Four Block instructional strategies have provided the framework for Language Arts, Science, Social Studies and Health. Four Blocks is comprised of four components, Working with Words, Guided Reading, Self-Selected Reading and Writing. The instruction within each block is multilevel in order to meet the needs of students with a wide range of literacy levels. Students develop best as readers and writers when this daily balanced instruction is provided. ***Reading Recovery*** is another instructional practice used to improve literacy at the first grade level. Struggling readers are identified and given one on one instruction in fluency, phonemic awareness, reading comprehension and writing. The 30 minutes daily pull out lessons provide intensive literacy instructions. The ***Gifted and Talented*** program recognizes that all students have unique abilities. The program for high ability students offers a differentiated curriculum, which challenges intellect, promotes self-realization, and develops exploration. Students are motivated to achieve excellence in academic areas through independent study, which enables them to reach their potential. Trained professionals meet the needs of Learning Disability, Mildly Mentally Handicapped, Other Health Impaired and Communications Disorder students in pull out ***Special Education Resource*** Programs. Each student has an Individualized Education Plan, which dictates the student program. Special education students are mainstreamed into general education classes and spend most of their day with general education classmates.

5. Teachers and staff participate in staff development to develop and sharpen teaching strategies that will best meet the identified needs of students. In-services are planned during the school year as well as during the summer. Literacy is the major component of our staff development plan, and more specifically the writing process and writing application. Four Block instruction is a research based literacy approach to balanced literacy. It is the approach our school corporation has adopted based on the needs of our children. Teachers are released by grade level from across the district to meet as a group once a year. Follow up is provided at the school with a school coach. The teacher coach provides assistance to classroom teachers as they implement the components of Four Blocks in their classrooms. Research based staff development is provided at periodic meetings of the NCA staff development activities. Monthly staff meetings provide additional time to sharpen skills. Teachers share strategies during their monthly grade level meetings. The School Improvement Committee provides leadership for directing and guiding staff development activities.

Second, third, fourth and fifth grade teachers at Rio Grande are piloting an Everyday Math Program. This pilot program is the result of a 6.2 million grant awarded to Indiana University by the National Science Foundation to help Indiana's elementary and high school teachers develop more effective ways to teach math. Rio Grande teachers were some of the first teachers in Vigo County to pilot the successful program. Teachers receive training during the summer and the school year. This pilot mathematics program provides a strong link between home and school. The new approach has totally energized the teaching and learning of mathematics.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Grade 3

Test ISTEP+ English/Language Arts

Edition/publication year 1997 Publisher CTB McGraw Hill

Number of students in the grade in which the test was administered 98
Number of students who took the test 98

What groups were excluded from testing? Why, and how were they assessed? 0

Number excluded 0 Percent excluded 0

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at

"advanced."

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

ISTEP STATE CRITERION-REFERENCED TESTS
English/Language Arts

Sample Data Display Table for Reading (language arts or English) and Mathematics

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month					
SCHOOL SCORES					
% At or Above Basic	88	85	85	83	74
% At or Above Proficient	88	85	85	83	74
% At Advanced	24	21	NA	NA	NA
Number of students tested	98	105	104	89	84
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
1. Free/Reduced Meals (SES)					
% At or Above Basic	NA	83	75	19	17
% At or Above Proficient	NA	83	75		
% At Advanced	NA	24	NA	NA	NA
Number of students tested	9	41	28	NA	NA
2. Special Education					
% At or Above Basic	70	NA	NA	NA	NA
% At or Above Proficient	70	NA	NA	NA	NA
% At Advanced	8	NA	30	NA	NA
Number of students tested	13	7	10	8	3
STATE SCORES					
% At or Above Basic General Ed		72	66	63	68
State Mean Score General Ed		437	501	499	507
% At or Above Proficient Special Ed		39	33	27	35
State Mean Score		384	447	439	453
% At Advanced SES		59	51	65	69
State Mean Score SES		415	457	501	509

STATE CRITERION-REFERENCED TESTS

Grade 3

Test ISTEP+ Mathematics

Edition/publication year 1997 Publisher CTB McGraw Hill

Number of students in the grade in which the test was administered 98
Number of students who took the test 98

What groups were excluded from testing? Why, and how were they assessed? 0

Number excluded 0 Percent excluded 0

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cut point used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cut points. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cut point should include students scoring above the proficient and advanced cut points. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced."

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

ISTEP STATE CRITERION-REFERENCED TESTS
Mathematics

Sample Data Display Table for Reading (language arts or English) and Mathematics

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month					
SCHOOL SCORES					
% At or Above Basic	94	91	86	90	89
% At or Above Proficient	94	91	86	90	89
% At Advanced	32	23	NA	NA	NA
Number of students tested	98	105	104	89	84
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
1. Free/Reduced Meals (SES)					
% At or Above Basic	NA	85	79		
% At or Above Proficient	NA	85	79		
% At Advanced	NA	15	NA	NA	NA
Number of students tested	9	41	28	NA	NA
2. Special Education					
% At or Above Basic	77	NA	40	NA	NA
% At or Above Proficient	77	NA	40	NA	NA
% At Advanced	54	NA	NA	NA	NA
Number of students tested	13	7	10	8	3

STATE SCORES					
% At or Above Basic General Ed		67	70	70	73
State Mean Score General Ed		416	508	509	513
% At or Above Proficient Special Ed		41	42	39	45
State Mean Score		375	424	463	478
% At Advanced SES		55	58	71	75
State Mean Score SES		397	242	511	514

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

(a) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)

(b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)